



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

12202 N. 21st Ave., Phoenix, AZ 85029

Washington Elementary School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06	Underperforming
2004-05	Performing Plus
2003-04	Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Marjorie J. Jones, M.Ed.
 Schedule : 07:00 AM to 03:30 PM
 Grades : Pre-K-6
 Web Address : www.wesd.k12.az.us
 Phone Number : (602) 347-4200
 Fax Number : (602) 347-4220
 E-mail : mjones@sb.wesd.k12.az.us

Mission

Shaw Butte's mission is to maximize individual potential through quality educational programs, developing the desire for lifelong learning and fostering the development of community by cultivating responsible citizens.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Not Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	Warning Year
2004-05	N/A
2003-04	Out of Improvement

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Teachers will implement the revised science and math curricula, and will plan instruction using the newly adopted mathematics materials in order to improve student achievement.
- ü Teachers will continue to focus on the five big ideas of reading via the CORE Reading Program and through the WESD reading curriculum.
- ü Staff will focus school wide on consistent, systematic, focused, and responsive monitoring of student progress.
- ü Teachers will continue through ongoing professional development to enhance strategies regarding student engagement throughout the learning for all students.

Enrollment

October 1, 2005 School Year Student Enrollment : 1115
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 14

Instructional Programs

- Ü Comprehensive Curriculum
- Ü Full-day Kindergarten
- Ü Art/Music/Physical Education
- Ü On-site Special Education Programs
- Ü At Risk Programs
- Ü Technology/Teaching Learning Stations
- Ü ELL Inclusion
- Ü Gifted Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 3 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Our school strives to provide: a safe environment, consistent leadership, effective instructional practices, student achievement, a welcoming community, and personal and professional development.

Parents

Parents are responsible for seeing that their child attends school regularly and is on time. Our parents also support the school discipline policy, establish a time for homework, review homework regularly, and provide a quiet place for study. Parents encourage their child's efforts and are available for questions, stay aware of what their child is learning, provide for library use, and read to their child/let their child see the parent read.

Transportation Policy

Bus riding is a privilege extended to students through Board Policy. The Transportation Department is responsible for transporting students safely to and from school and school-related activities. The department is committed to providing its employees with ongoing training to successfully carry out its responsibilities. Students shall conform to all policies and regulations relating to conduct on school buses so that a safe and friendly environment may be maintained.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Arizona School Improvement Plan selected as exemplar.	2003
Ü Reading First Grant Recipient	2003
Ü 'Snack Pack' Program recieved media coverage .	2004
Ü Wallace Grant Recipient	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	158	2709	80010	100	100	99	404	435	447	30	15	10	41	24	18	28	49	53	1	12	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	1273	38935	100	100	99	400	435	447	33	13	9	47	25	19	20	50	55	NA	12	17
Male	92	1436	40974	100	100	98	407	435	448	27	16	11	37	23	18	34	49	52	2	12	19
African American	NC	173	4201	NC	100	99	NC	422	430	NC	22	17	NC	27	23	NC	43	51	NC	8	9
Hispanic	102	1275	34545	100	100	99	402	422	432	31	20	14	43	30	24	25	46	53	NA	5	9
Asian/Pacific Islander	NC	85	2068	NC	100	99	NC	449	474	NC	8	4	NC	20	10	NC	51	50	NC	21	36
American Indian/Alaskan Native	NC	105	3979	NC	100	96	NC	423	424	NC	16	17	NC	30	30	NC	49	47	NC	5	6
White	40	1071	35142	100	100	99	419	453	465	23	8	5	33	17	11	40	54	56	5	21	28
Students with Disabilities	19	385	10161	100	100	93	383	406	419	58	35	28	37	32	28	5	28	36	NA	5	8
Students without Disabilities	139	2324	69849	100	100	100	407	439	451	26	11	7	42	23	17	31	53	56	1	13	19
Limited English Proficient Students	82	774	14013	100	99	97	394	409	413	34	26	24	55	36	34	11	36	39	NA	1	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	156	1854	39029	100	99	98	405	426	432	29	18	14	41	29	25	28	47	52	1	6	9
Non-Economically Disadvantaged	NC	855	40981	NC	100	100	NC	455	462	NC	9	6	NC	14	13	NC	54	54	NC	23	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	158	2701	79438	100	100	98	416	438	451	23	14	9	40	29	24	35	51	56	2	6	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	1271	38775	100	100	99	416	444	457	20	11	7	44	28	22	35	53	58	2	8	13
Male	92	1430	40560	100	100	97	416	433	446	26	17	12	37	29	25	35	49	54	2	5	9
African American	NC	172	4178	NC	100	98	NC	428	439	NC	22	13	NC	23	29	NC	53	52	NC	2	6
Hispanic	102	1272	34297	100	100	98	409	424	434	25	19	14	48	36	31	25	42	50	2	3	5
Asian/Pacific Islander	NC	85	2063	NC	100	99	NC	453	475	NC	6	3	NC	28	15	NC	56	63	NC	9	20
American Indian/Alaskan Native	NC	104	3940	NC	100	95	NC	428	429	NC	15	14	NC	30	36	NC	53	47	NC	2	3
White	40	1068	34887	100	100	98	442	456	471	13	8	4	20	20	15	65	61	63	3	11	18
Students with Disabilities	19	377	9588	100	99	88	374	399	416	63	43	30	26	30	32	11	24	34	NA	3	5
Students without Disabilities	139	2324	69850	100	100	100	422	444	456	18	10	7	42	28	23	38	55	59	2	7	12
Limited English Proficient Students	82	774	13856	100	99	96	395	406	407	32	28	27	56	44	43	12	28	29	NA	0	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	156	1849	38685	100	99	97	416	429	435	23	17	14	40	33	32	35	46	50	2	4	5
Non-Economically Disadvantaged	NC	852	40753	NC	100	99	NC	458	467	NC	7	5	NC	19	16	NC	62	62	NC	12	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	157	2700	79971	100	100	99	392	413	423	15	11	8	54	43	41	30	44	49	1	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	65	1272	38974	98	100	99	402	427	437	12	7	5	51	36	33	35	53	57	2	3	4
Male	92	1428	40895	100	100	98	385	401	410	16	13	10	57	50	47	26	36	41	1	1	2
African American	NC	172	4203	NC	100	99	NC	406	411	NC	13	11	NC	49	45	NC	37	43	NC	1	2
Hispanic	101	1269	34481	100	99	99	388	403	410	17	13	10	50	47	46	32	39	43	2	1	1
Asian/Pacific Islander	NC	85	2067	NC	100	99	NC	428	449	NC	8	4	NC	31	28	NC	60	60	NC	1	8
American Indian/Alaskan Native	NC	105	3995	NC	100	96	NC	399	409	NC	14	10	NC	51	47	NC	34	42	NC	NA	1
White	40	1069	35150	100	100	99	404	426	437	13	7	5	55	38	35	33	51	56	NA	3	5
Students with Disabilities	19	382	10258	100	100	94	315	355	377	58	33	23	32	48	51	11	18	25	NA	1	1
Students without Disabilities	138	2318	69713	100	100	100	403	422	429	9	7	5	57	43	39	33	48	52	1	2	3
Limited English Proficient Students	81	772	13985	99	99	97	377	387	382	20	18	18	54	52	54	26	30	27	NA	0	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	155	1850	38994	99	99	98	393	405	409	15	12	10	54	48	47	30	39	41	1	1	1
Non-Economically Disadvantaged	NC	850	40977	NC	100	100	NC	431	437	NC	7	5	NC	34	34	NC	55	56	NC	4	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	143	2820	80147	100	100	99	445	468	482	23	14	11	36	22	17	38	49	49	3	15	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	69	1371	39281	100	100	99	450	469	483	17	12	9	41	24	17	39	50	50	3	15	24
Male	74	1448	40780	100	100	98	441	468	482	28	16	12	32	21	17	36	48	48	3	15	24
African American	NC	182	4249	NC	100	99	NC	449	464	NC	19	17	NC	30	22	NC	46	48	NC	5	13
Hispanic	91	1209	33494	99	100	99	446	455	466	21	19	15	37	27	23	38	44	49	3	9	14
Asian/Pacific Islander	NC	101	2103	NC	100	99	NC	485	515	NC	9	4	NC	16	8	NC	56	44	NC	19	45
American Indian/Alaskan Native	NC	108	4117	NC	99	96	NC	458	456	NC	15	19	NC	27	27	NC	53	46	NC	6	8
White	34	1220	36122	100	100	99	443	484	501	29	8	5	38	16	10	29	53	50	3	23	35
Students with Disabilities	16	447	10295	100	99	92	420	436	443	50	36	33	38	28	26	13	31	33	NA	5	8
Students without Disabilities	127	2373	69852	100	100	100	448	474	488	20	10	7	36	21	16	41	52	51	3	17	26
Limited English Proficient Students	57	625	12722	98	100	97	428	436	441	32	29	27	46	35	33	23	34	37	NA	2	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	141	1837	38371	99	99	97	445	458	465	23	17	15	36	26	23	38	47	49	3	9	13
Non-Economically Disadvantaged	NC	983	41776	NC	100	100	NC	487	498	NC	7	6	NC	15	11	NC	52	49	NC	26	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	143	2816	79686	100	100	98	437	458	470	23	15	11	40	29	24	36	52	57	1	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	69	1372	39163	100	100	99	444	463	475	19	12	9	38	28	22	42	55	60	1	5	10
Male	74	1443	40438	100	99	97	431	453	465	27	18	13	42	29	25	31	49	54	NA	4	7
African American	NC	183	4228	NC	100	98	NC	446	458	NC	19	15	NC	34	28	NC	46	53	NC	1	4
Hispanic	91	1208	33299	99	100	98	433	443	452	27	21	17	36	35	32	36	43	47	NA	1	3
Asian/Pacific Islander	NC	101	2097	NC	100	99	NC	459	490	NC	12	5	NC	26	13	NC	60	68	NC	2	14
American Indian/Alaskan Native	NC	108	4087	NC	99	96	NC	448	446	NC	15	16	NC	41	38	NC	42	44	NC	3	2
White	34	1216	35914	100	99	98	449	475	489	15	9	5	41	21	15	41	62	67	3	8	14
Students with Disabilities	16	442	9808	100	98	87	405	418	432	56	46	35	31	31	32	13	23	30	NA	1	3
Students without Disabilities	127	2374	69878	100	100	100	441	465	475	19	10	8	41	28	23	39	57	61	1	5	9
Limited English Proficient Students	57	626	12594	98	100	96	413	419	422	42	35	34	42	44	45	16	21	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	141	1839	38095	99	99	97	437	447	452	23	19	17	40	34	32	36	46	48	1	2	3
Non-Economically Disadvantaged	NC	977	41591	NC	100	99	NC	479	486	NC	8	6	NC	20	16	NC	63	65	NC	9	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	144	2835	80372	100	100	99	443	465	475	9	7	4	48	34	30	42	59	64	1	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	69	1378	39452	100	100	99	458	479	488	6	4	3	39	28	22	54	67	72	1	2	3
Male	75	1456	40836	100	100	98	430	451	464	12	9	6	56	39	37	32	50	56	NA	1	1
African American	NC	184	4264	NC	100	99	NC	457	465	NC	9	5	NC	32	35	NC	59	59	NC	1	1
Hispanic	92	1213	33608	100	100	99	441	453	462	11	9	6	49	39	36	39	51	57	1	1	1
Asian/Pacific Islander	NC	100	2098	NC	99	99	NC	482	500	NC	3	2	NC	28	16	NC	65	75	NC	4	7
American Indian/Alaskan Native	NC	108	4128	NC	99	97	NC	461	464	NC	8	4	NC	32	39	NC	59	56	NC	NA	1
White	34	1230	36213	100	100	99	452	477	489	3	4	2	50	29	22	47	65	72	NA	1	3
Students with Disabilities	16	457	10526	100	100	94	391	414	427	19	21	15	75	53	53	6	26	31	NA	NA	1
Students without Disabilities	128	2378	69846	100	100	100	450	474	482	8	4	3	45	30	26	47	65	69	1	1	2
Limited English Proficient Students	58	629	12747	100	100	97	418	427	432	14	15	12	66	50	52	21	35	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	142	1850	38521	99	100	98	443	455	461	9	8	6	48	39	38	42	52	55	1	1	1
Non-Economically Disadvantaged	NC	985	41851	NC	100	100	NC	483	489	NC	4	3	NC	24	22	NC	70	72	NC	2	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	141	2774	79306	100	100	99	466	487	504	35	19	13	26	26	20	34	45	49	4	10	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	1319	38845	100	100	99	470	488	505	32	17	11	27	28	20	36	46	50	5	9	18
Male	75	1453	40383	100	100	98	461	487	504	39	21	14	25	25	19	32	44	47	4	10	19
African American	NC	177	4171	NC	100	98	NC	468	485	NC	24	20	NC	38	26	NC	35	44	NC	3	10
Hispanic	92	1226	32673	100	100	99	457	473	487	40	25	18	33	32	25	26	39	46	1	4	10
Asian/Pacific Islander	NC	81	2147	NC	99	99	NC	518	539	NC	11	5	NC	12	10	NC	54	46	NC	22	40
American Indian/Alaskan Native	NC	98	4034	NC	99	97	NC	478	479	NC	20	22	NC	33	29	NC	43	43	NC	4	7
White	31	1191	36234	100	99	99	494	503	523	19	13	6	3	19	13	65	53	52	13	16	28
Students with Disabilities	24	459	10286	100	99	91	436	452	462	63	49	41	33	31	27	4	18	27	NA	3	5
Students without Disabilities	117	2315	69020	100	100	100	472	494	510	30	13	9	25	25	18	40	50	52	5	11	21
Limited English Proficient Students	53	471	10291	100	98	96	440	448	458	60	46	38	34	37	34	6	16	26	NA	0	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	141	1788	37437	100	99	97	466	476	486	35	23	19	26	31	26	34	41	46	4	5	9
Non-Economically Disadvantaged	--	986	41869	--	100	100	--	507	521	--	12	7	--	17	14	--	53	51	--	18	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	141	2772	79000	100	100	98	457	478	489	26	14	10	35	28	24	36	53	58	2	5	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	1319	38774	100	100	99	465	484	494	17	10	7	39	26	22	39	58	61	5	6	10
Male	75	1451	40150	100	100	98	450	473	485	35	18	12	32	30	25	33	48	55	NA	5	8
African American	NC	176	4153	NC	100	98	NC	467	476	NC	16	13	NC	34	30	NC	48	53	NC	1	4
Hispanic	92	1225	32508	100	100	98	449	465	472	32	19	15	38	36	33	29	43	49	1	2	3
Asian/Pacific Islander	NC	82	2142	NC	100	99	NC	497	510	NC	11	4	NC	18	14	NC	60	67	NC	11	16
American Indian/Alaskan Native	NC	98	4016	NC	99	96	NC	463	467	NC	17	14	NC	32	37	NC	51	46	NC	NA	2
White	31	1190	36135	100	99	98	488	494	508	6	9	4	19	19	14	71	63	67	3	9	15
Students with Disabilities	24	457	9991	100	98	88	424	440	449	63	42	33	29	36	36	8	20	29	NA	1	2
Students without Disabilities	117	2315	69009	100	100	100	464	485	495	19	9	6	37	26	22	42	59	62	3	6	10
Limited English Proficient Students	53	471	10199	100	98	95	430	435	439	47	41	35	43	45	47	9	15	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	141	1787	37234	100	99	97	457	469	472	26	17	15	35	33	33	36	48	50	2	2	3
Non-Economically Disadvantaged	--	985	41766	--	100	99	--	496	505	--	9	5	--	19	16	--	61	65	--	11	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	141	2787	79611	100	100	99	463	484	496	14	10	7	50	39	37	35	51	56	1	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	66	1321	39016	100	100	99	481	503	511	8	6	4	48	31	29	42	63	66	2	0	1
Male	75	1464	40519	100	100	98	447	467	482	20	14	10	52	46	44	28	40	46	NA	NA	0
African American	NC	176	4188	NC	100	98	NC	486	486	NC	9	9	NC	41	40	NC	50	50	NC	NA	0
Hispanic	92	1231	32855	100	100	99	455	471	481	17	13	10	50	44	43	33	43	47	NA	NA	0
Asian/Pacific Islander	NC	82	2149	NC	100	100	NC	487	519	NC	11	4	NC	29	24	NC	59	70	NC	1	2
American Indian/Alaskan Native	NC	99	3992	NC	100	96	NC	476	478	NC	8	10	NC	53	46	NC	39	44	NC	NA	0
White	31	1198	36380	100	100	99	492	498	511	6	7	4	39	33	30	52	60	65	3	0	1
Students with Disabilities	24	471	10664	100	100	94	444	426	440	25	27	23	50	56	54	25	17	22	NA	NA	1
Students without Disabilities	117	2316	68947	100	100	100	467	495	504	12	6	4	50	35	34	37	58	61	1	0	1
Limited English Proficient Students	53	473	10362	100	99	97	432	428	438	25	25	22	60	56	57	15	20	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	141	1799	37626	100	100	98	463	475	479	14	11	10	50	42	45	35	46	45	1	0	0
Non-Economically Disadvantaged	--	988	41985	--	100	100	--	500	511	--	7	4	--	32	30	--	61	65	--	0	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	168	2675	79327	100	100	98	479	505	518	36	25	19	33	22	20	29	43	46	2	11	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	79	1240	38961	100	100	98	484	507	520	30	23	16	33	21	20	35	46	48	1	10	16
Male	89	1435	40295	100	100	97	475	504	516	42	26	21	34	22	19	22	40	44	2	11	16
African American	NC	184	4247	NC	100	98	NC	488	499	NC	34	27	NC	22	24	NC	39	41	NC	5	8
Hispanic	118	1153	32327	100	99	98	473	488	499	43	34	27	36	26	25	20	35	41	1	4	8
Asian/Pacific Islander	NC	73	1939	NC	97	99	NC	517	556	NC	12	6	NC	23	10	NC	53	47	NC	11	36
American Indian/Alaskan Native	NC	114	4391	NC	100	96	NC	491	489	NC	32	32	NC	29	27	NC	34	36	NC	4	4
White	35	1151	36373	100	100	98	501	526	538	17	14	10	26	17	14	51	50	52	6	19	25
Students with Disabilities	20	339	9321	100	98	87	453	461	467	70	61	54	15	20	22	10	17	21	5	2	3
Students without Disabilities	148	2336	70006	100	100	100	483	511	524	32	19	14	36	22	19	31	46	49	1	12	18
Limited English Proficient Students	53	408	9431	100	99	95	448	456	466	72	64	53	26	24	27	2	11	18	NA	0	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	167	1696	37097	100	99	97	479	492	498	37	31	27	33	24	25	29	39	41	2	6	7
Non-Economically Disadvantaged	NC	979	42230	NC	100	99	NC	528	535	NC	14	11	NC	17	15	NC	49	50	NC	20	24

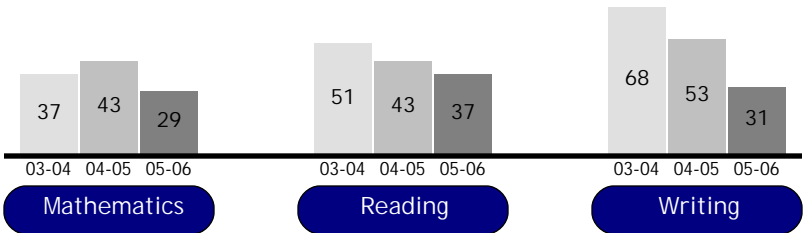
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	168	2672	79501	100	100	98	474	490	497	20	14	10	39	27	25	40	56	60	1	3	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	79	1239	39062	100	100	99	486	497	502	18	11	8	30	25	23	49	60	64	3	4	5
Male	89	1433	40368	100	100	98	463	484	491	21	16	13	46	29	27	33	52	57	NA	3	3
African American	NC	183	4279	NC	100	99	NC	476	485	NC	17	14	NC	33	30	NC	49	54	NC	1	2
Hispanic	118	1152	32389	100	99	98	468	473	478	24	21	16	42	34	34	32	43	48	2	1	1
Asian/Pacific Islander	NC	73	1936	NC	97	99	NC	490	519	NC	10	3	NC	30	14	NC	58	73	NC	3	9
American Indian/Alaskan Native	NC	114	4401	NC	100	96	NC	480	473	NC	14	17	NC	41	40	NC	44	43	NC	1	1
White	35	1150	36446	100	100	99	494	509	516	9	6	4	23	18	15	69	70	73	NA	7	7
Students with Disabilities	20	336	9411	100	97	88	449	448	453	45	46	36	40	32	36	15	20	26	NA	1	1
Students without Disabilities	148	2336	70090	100	100	100	477	496	502	16	9	7	39	26	24	44	61	65	1	4	5
Limited English Proficient Students	53	407	9401	100	99	94	437	437	443	49	50	40	40	39	46	11	11	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	167	1694	37183	100	99	97	474	478	479	20	18	16	38	33	34	41	48	49	1	1	1
Non-Economically Disadvantaged	NC	978	42318	NC	100	99	NC	510	513	NC	7	5	NC	18	17	NC	68	70	NC	7	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	167	2680	80000	100	100	99	545	561	564	4	4	3	18	10	11	75	78	75	3	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	78	1239	39288	99	100	99	568	579	579	NA	2	2	9	5	6	87	81	77	4	13	16
Male	89	1441	40644	100	100	98	525	546	549	7	5	4	26	15	15	65	75	74	2	5	7
African American	NC	185	4307	NC	100	99	NC	541	551	NC	8	4	NC	12	13	NC	76	75	NC	4	7
Hispanic	117	1152	32672	99	99	99	541	549	548	4	5	4	21	12	14	72	78	76	3	5	6
Asian/Pacific Islander	NC	73	1945	NC	97	99	NC	569	592	NC	5	1	NC	4	4	NC	78	69	NC	12	25
American Indian/Alaskan Native	NC	114	4424	NC	100	97	NC	570	549	NC	NA	3	NC	6	14	NC	88	77	NC	6	5
White	35	1156	36602	100	100	99	555	575	579	NA	2	2	11	9	7	86	76	75	3	13	16
Students with Disabilities	19	345	9919	95	100	93	504	504	505	5	10	9	53	33	35	42	54	54	NA	3	2
Students without Disabilities	148	2335	70081	100	100	100	550	569	571	3	3	2	14	7	7	80	81	79	3	9	12
Limited English Proficient Students	52	405	9571	100	98	96	505	495	502	12	14	10	31	24	29	58	62	60	NA	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	166	1700	37534	99	99	98	545	551	547	4	4	4	17	12	15	76	78	76	3	6	5
Non-Economically Disadvantaged	NC	980	42466	NC	100	100	NC	578	578	NC	3	2	NC	7	7	NC	77	75	NC	14	16

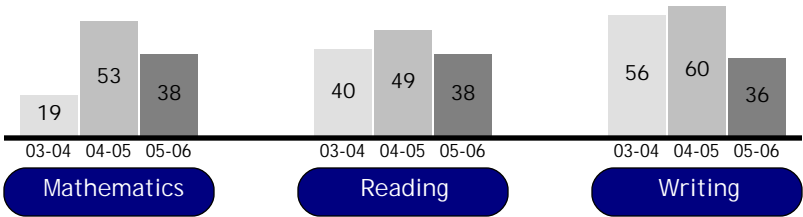
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	86	42	NA	58	99	26	40	47	100	24	35	46
	Language	97	32	44	50	99	23	40	47	100	21	35	48
	Mathematics	100	36	57	64	99	24	41	50	100	25	39	52
3	Reading	98	34	NA	55	100	28	40	44	100	21	37	46
	Language	100	40	56	61	100	29	40	44	100	25	39	46
	Mathematics	100	37	53	61	99	29	44	51	100	22	43	52
4	Reading	95	36	NA	56	100	31	42	48	100	30	44	52
	Language	100	36	48	52	100	30	44	49	100	34	44	52
	Mathematics	100	37	54	61	100	34	45	53	100	30	48	58
5	Reading	88	41	NA	55	100	37	47	50	100	30	48	56
	Language	96	35	45	49	100	39	48	50	100	27	44	54
	Mathematics	95	39	57	63	100	36	44	49	100	25	41	52
6	Reading	97	39	NA	56	100	41	48	51	100	41	52	56
	Language	97	33	44	48	100	37	45	47	100	35	46	50
	Mathematics	98	46	60	66	100	37	46	52	100	32	50	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 5 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- ü To facilitate school improvement
- ü To address short-term needs
- ü To develop increased communication
- ü To facilitate budget implementation
- ü To engage in shared decision-making
- ü To facilitate staff selection

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	63.50
Other Professional Staff	4.50	Teacher Aide	10.44

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	22	7	0	0
4 to 6 years	5	4	0	0
7 to 9 years	4	3	0	0
10 or more years	10	6	0	3

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	149
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Art/Music/Orchestra/Band
- ü Media Center
- ü Computer/Technology
- ü Reading First Professional Learning Lab

Extracurricular Activities

- ü Student Council
- ü Kinder Campers
- ü Concerts
- ü Safe Schools Healthy Students Events
- ü Interscholastic Sports
- ü Book Fairs
- ü After School Academic Programs(21st Cen)
- ü Literacy Events

Social Services

- ü John C. Lincoln Hospital Partnership
- ü Day Care
- ü Social Worker
- ü Parenting Classes
- ü Clothing/Food Banks
- ü Adult Education
- ü School Resource Officer
- ü Crisis Intervention

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- Ü Extended the 180 min. Literacy Block, with 90 min. Core Reading, and DIBELS assessment to K-6. All grades showed growth in Reading as measured by the DIBELS. Kindergarten students were ranked 15th in the State by Reading First re: reading achievement.
- Ü Provided extensive training on scientific research-based instructional strategies that address the diverse needs of students such as Core Reading, the Four Blocks of Literacy, Zoo Phonics, ELL intervention programs, and Sitton Spelling.
- Ü Initiated Professional Development opportunities regarding data driven instruction and the implementation of strategic interventions to increase student achievement. The Leadership Team provided teacher support/coaching towards classroom application.
- Ü Professional Learning Communities (PLC's) were formed at and across grade levels to encourage teacher leadership. PLC's met regularly to collaborate on: curricular based lesson design, achievement data and effective instructional strategies.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	91	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Washington School District's Crisis Team has examined every aspect of operations in the District to create safe, secure campuses. Comprehensive crisis management plans have been developed for each campus. Schools hold regular fire and lockdown drills, and conduct tabletop crisis drills. In addition, school counselors are ready to respond to a campus to provide support for students or adults during a crisis. WESD is committed to providing a safe atmosphere conducive to student learning.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Marjorie Jones	(602) 347-4200
Transportation Policy	Bruce McWhorter	(602) 896-5270
Community Resources	Steve Murosky	(602) 347-3504
School Nutrition Programs	David Caldwell	(602) 347-6803
Parent Organization	School Office	(602) 347-4200
Student Health/Nurse	Barb Gomes	(602) 347-4210

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.